

## Summary of HB 3059

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<p>Sec. 1 – Pre-service evidence-based assessment</p>	<p>Beginning with the 2011-12 school year, all Professional Educator Standards Board (PESB)-approved teacher preparation programs must administer to all preservice candidates the evidence-based assessment of teaching effectiveness adopted by the professional educator standards board. Candidates admitted to teacher preparation programs in the 2012-13 school year and thereafter must successfully pass this assessment.</p> <p>The assessment results from each preparation program must be reported annually by PESB, the Governor, and the education and fiscal committees of the legislature by December 1st.</p>
<p>Sec. 2 - Teacher and administrator preparation program approval standards.</p>	<p>By September 30, 2010, PESB will review and revise teacher and administrator preparation program approval standards at the residency certificate level to ensure they are rigorous and appropriate standards. PESB will also review and revise the proposal review procedures for an expanded range of potential providers, including nonhigher education providers.</p> <p>Beginning September 30, 2010, PESB will accept and consider for approval proposals for new providers of educator preparation programs.</p> <p>By September 1, 2011, all PESB-approved higher education residency teacher preparation programs must submit to PESB a proposal to offer one or more of the alternative route programs or a summary of procedures that provide flexible completion opportunities for students to achieve a residency certificate.</p>
<p>Sec. 3 - Alternative route teacher certification Proposals — Funding</p>	<p>PESB will transition the Alternative Route partnership grant program from a separate competitive grant program to a preparation program model to be expanded among approved preparation program providers.</p> <p>Alternative Routes are partnerships between PESB-approved preparation programs, Washington school districts, and other partners as appropriate.</p> <p>New elements are allowed in the districts' teacher development plans for each candidate. The plans may include:</p> <ul style="list-style-type: none"><li>• mentorship during field experience</li><li>• a description of how the district intends for the alternative route program to support its workforce development plan</li></ul>

	<p>and how the presence of alternative route interns will advance its school improvement plans.</p>
<p>Sec. 4 - Alternative route conditional scholarship program</p>	<p>Modifies RCW 28A.660.040 in order to coincide with the shift from a separate competitive grant program to a preparation program model, as established in Sec. 403, and to coincide with the shift to having all candidates successfully pass the evidence-based assessment of teaching effectiveness, as established in Sec. 401.</p> <p>Eliminates the option that the mentor of the teacher candidate can make the determination that a route three and four candidate has successfully completed the program.</p> <p>Eliminates the option that districts may include in alternative route programs additional route three candidates in nonshortage subject areas if the candidates are seeking endorsements with a secondary grade level designation.</p> <p>Adds the option that route four program candidates working under conditional certificates may serve as the teacher of record, supported by a well-trained mentor.</p>
<p>Sec. 5 - Conditional scholarship programs -- Requirements -- Recipients</p>	<p>Modifies the requirements for participation in the conditional scholarship to coincide with the shift from a separate competitive grant program to PESB-approved alternative routes to teaching programs, as established in Sec. 402.</p> <p>Adds that for fiscal year 2011, priority must be given to fiscal year 2010 participants in the alternative route partnership program.</p> <p>Limits participation in the Retooling to Teach Mathematics and Science Conditional Scholarship Program to current K-12 teachers. Eliminates the option of participation for individuals having an elementary education certificate but who are not employed in positions requiring an elementary education certificate.</p>
<p>Sec. 6 - Review of regional educator workforce data and meeting projected need</p>	<p>Adds new requirements for educational service districts (ESD). Beginning with the 2010 school year, ESDs must annually convene representatives from school districts within their region and PESB-approved educator preparation programs to review regional educator workforce data, make biennial projections of certificate staffing needs, and identify how recruitment and enrollment plans in educator preparation programs reflect projected need.</p>
<p>Sec. 7 - Needs assessment process</p>	<p>RCW 28B.76.230 is modified to require the Higher Education Coordinating Board (HECB) to include an examination of data from</p>

and analysis -- Activities requiring board approval	PESB as a part of its development of a comprehensive and ongoing assessment process to analyze the need for additional degrees and programs.
Sec. 8 – Determination of teacher preparation program access	HECB must establish boundaries for service regions for institutions of higher education implementing PESB-approved educator preparation programs. HECB must also determine if reasonable teacher preparation program access for prospective teachers is available in each region and will consider partnerships with other teacher preparation program providers and the use of appropriate technology. If access is determined to be inadequate in a region, the institution of higher education responsible for the region shall submit a plan for meeting the access need to the board.
Sec. 9 – Repealing of statutes	List of statutes to be repealed in order to coincide with the shift from a separate competitive grant program to a preparation program model, as established in Sec. 403, and to clean up Chapter 28A.415. RCW.